

*b. Option 1—7-12 multicategorical resource.*

(1) The holder of this endorsement must meet the requirements to serve as a teacher of the nonhandicapped. See rule 282—14.18(272).

(2) Same as K-6 except that student teaching and the instructional strategies course for the multicategorical resource room must be 7-12 instead of K-6.

(3) A course in career-vocational programming for special education students.

*c. Option 2—K-6 multicategorical resource.* To obtain this endorsement, the applicant must hold a valid Iowa license with either a K-6 or 7-12 special education instructional endorsement and must meet the following basic requirements in addition to those set out above in 15.2(8)“a”(1) through (7).

(1) Child growth and development with emphasis on the emotional, physical, and mental characteristics of elementary age children, unless completed as part of the professional education core. See 282—subrule 14.19(3).

(2) Methods of and materials for teaching elementary language arts.

(3) Remedial reading.

(4) Elementary curriculum methods and materials, unless completed as part of another elementary level endorsement program (e.g., 282—subrule 14.20(2), 14.20(3), or 14.20(12) or a similar elementary endorsement program).

(5) Methods of and materials for teaching elementary mathematics.

*d. Option 2—7-12 multicategorical resource.* To obtain this endorsement, the applicant must hold a valid Iowa license with either a K-6 or 7-12 special education instructional endorsement and must meet the following basic requirements in addition to those set out above in 15.2(8)“a”(1) through (6).

(1) Adolescent growth and development with emphasis on the emotional, physical, and mental characteristics of adolescent age children, unless completed as part of the professional education core. See 282—subrule 14.19(3).

(2) Adolescent literacy or secondary content area reading.

(3) Secondary or adolescent reading diagnosis and remediation.

(4) Methods of and materials for teaching adolescents with mathematics difficulties or mathematics for the secondary level learning disabilities teacher.

(5) Secondary methods unless completed as part of the professional education core. See 282—subrule 14.19(3).

(6) Student teaching and the instructional strategies course for the multicategorical resource room must be 7-12 instead of K-6.

(7) A course in career-vocational programming for special education students.

**15.2(9) Early childhood—special education.** This endorsement will not be issued after August 31, 2004.

*a.* A course of a general survey nature in the area of exceptional children.

*b.* Coursework specifically focused on special education children from conception to age three which should include:

(1) Development.

(2) Screening, assessment, and evaluation.

(3) Service delivery models.

(4) Curriculum, including behavior management.

(5) Working with adult learners.

(6) Pre-student teaching field experience in home instruction programs.

*c.* Coursework specifically focused on special education children from age three to six which should include:

(1) Development.

(2) Screening, assessment, and evaluation.

- (3) Service delivery models.
- (4) Curriculum, including behavior and classroom management.
- (5) Pre-student teaching field experience to include severely or multiply handicapped.
- d. A course which focuses on specific strategies for working with adult learners and family systems.
- e. A course specific to communication development and information on alternative communication systems for special education children.
- f. A course specific to methods and materials for working with young children with severe/profound or multiple disabilities to include medical issues, exercises in problem solving specific to adaptations of materials, equipment and programs, and utilization of human resources.
- g. A course which focuses on working with others which explores in depth the myriad of related service agencies at the federal, state, and local levels which may be needed to appropriately serve young children and their families who may be categorized as medically fragile, disadvantaged, handicapped, in need of respite services, or from single-parent families.
- h. A course in cardiopulmonary resuscitation and first-aid training.
- i. Adequate preparation in methods and techniques for working with the medically fragile and technologically dependent children.
- j. A student teaching experience in an early childhood special education program.

**15.2(10) Multicategorical special class with integration.** These endorsements will not be issued after August 31, 2004.

- a. Prekindergarten-kindergarten multicategorical special class with integration. Meet the requirements for the following endorsement: early childhood—special education. Refer to 15.2(9).
- b. K-6 multicategorical special class with integration. Meet the requirements for two of the following endorsements:

- (1) K-6 behavioral disorders.
- (2) K-6 mental disabilities.
  - 1. Mild/moderate, or
  - 2. Moderate/severe/profound.
- (3) K-6 learning disabilities.
- (4) One of the endorsements may include:
  - 1. K-6 physically handicapped.
  - 2. K-6 hearing impaired.
  - 3. K-6 visually impaired.
- c. 7-12 multicategorical special class with integration. Same as K-6 except the grade level must be 7-12.

If all of the requirements for two endorsements are met with the exception of the student teaching experiences, one student teaching experience in a multicategorical special class with integration program may be completed.

**15.2(11) Speech and language teacher.** Reserved.

**15.2(12) Instructional endorsement.** Applicants for a special education instructional endorsement may present evidence of three years' successful teaching experience in the type of assignment authorized by the endorsement to appear on the license sought in lieu of the credits in student teaching required for the endorsement, provided the following three conditions are met:

- a. The three years of experience to be substituted for student teaching shall have been gained on a valid license or certificate other than a temporary or emergency certificate or license.
- b. A corresponding number of semester hours of credit is presented in other special education courses, and
- c. The institution recommending the applicant for such endorsement agrees to the substitution.

**15.2(13) K-6 mildly disabled.** This endorsement authorizes instruction to mildly disabled children who require special education program adaptations while assigned to a regular classroom for basic instructional purposes, or mildly disabled students placed in a special education class who receive part of their instruction in a regular classroom, or mildly disabled students requiring specially designed instruction while assigned to a regular classroom for basic instructional purposes.

Requirements for this endorsement:

1. Hold a regular education instruction endorsement at the elementary level. For the elementary level, this is the general elementary classroom endorsement (the previous #10 or the current #102).

2. Hold one of the following endorsements at the elementary level: learning disabilities, mild-moderate mentally handicapped, behavioral disorders, multicategorical resource room or multicategorical-special class with integration.

**15.2(14) 7-12 mildly disabled.** This endorsement authorizes instruction to mildly disabled children who require special education program adaptations while assigned to a regular classroom for basic instructional purposes, or mildly disabled students placed in a special education class who receive part of their instruction in a regular classroom, or mildly disabled students requiring specially designed instruction while assigned to a regular classroom for basic instructional purposes.

Requirements for this endorsement:

1. Hold a regular education instruction endorsement at the secondary level (grades 7-12).

2. Hold one of the following endorsements at the secondary level: learning disabilities, mild-moderate mentally handicapped, behavioral disorders, multicategorical resource room or multicategorical-special class with integration.

NOTE: These endorsements are designed for programs serving primarily the mildly disabled students; the sensory impaired are not included as "mildly disabled."

**15.2(15) Instructional strategist I: mild and moderate.**

- a. *Option 1—K-6 mild and moderate.* This endorsement authorizes instruction in all K-6 mild and moderate instructional special education programs without regard to the instructional model. An applicant for this option must complete the following requirement and must hold a regular education endorsement. See rule 282—14.18(272).

The applicant must present evidence of having completed the following program requirements.

- (1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

- (2) Characteristics of learners. Preparation which includes various etiologies of mild and moderate disabilities, an overview of current trends in educational programming for mild and moderate disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming, and includes the general developmental, academic, social, career and functional characteristics of individuals with mild and moderate disabilities as the characteristics relate to levels of instructional support required, and the psychological and social-emotional characteristics of individuals with mild and moderate disabilities.

- (3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

(4) Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of the mildly and moderately disabled, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at the K-6 level. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

(7) Student teaching. Student teaching in a K-6 mild and moderate special education program.

*b. Option 1—7-12 mild and moderate.* This endorsement authorizes instruction in all 7-12 mild and moderate instructional special education programs without regard to the instructional model. An applicant for this option must complete the following requirements and must hold a regular education endorsement. See rule 282—14.18(272).

The applicant must present evidence of having completed the following program requirements.

(1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

(2) Characteristics of learners. Preparation which includes various etiologies of mild and moderate disabilities, an overview of current trends in educational programming for mild and moderate disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming, and includes the general developmental, academic, social, career and functional characteristics of individuals with mild and moderate disabilities as the characteristics relate to levels of instructional support required, and the psychological and social-emotional characteristics of individuals with mild and moderate disabilities.

(3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

(4) Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of the mildly and moderately disabled, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at the 7-12 level. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

(7) Transitional collaboration. Sources of services, organizations, and networks for individuals with mild and moderate disabilities, including career, vocational and transitional support to postsecondary settings with maximum opportunities for decision making and full participation in the community.

(8) Student teaching. Student teaching in a 7-12 mild and moderate special education program.

c. *Option 2—K-6 mild and moderate.* To obtain this endorsement, the applicant must hold a valid Iowa license with either a K-6 or 7-12 special education instructional endorsement and must meet the following basic requirements in addition to those set out in paragraph 15.2(1) "a."

(1) Child growth and development with emphasis on the emotional, physical, and mental characteristics of elementary age children, unless completed as part of the professional education core. See 282—subrule 14.19(3).

(2) Methods and materials for teaching elementary language arts.

(3) Remedial reading.

(4) Elementary curriculum methods and material, unless completed as part of another elementary level endorsement program (e.g., 282—subrule 14.20(2), 14.20(3), or 14.20(12), or a similar elementary endorsement program).

(5) Methods and materials for teaching elementary mathematics.

d. *Option 2—7-12 mild and moderate.* To obtain this endorsement, the applicant must hold a valid Iowa license with either a K-6 or 7-12 special education instructional endorsement and must meet the following basic requirements in addition to those set out in paragraph 15.2(1) "b."

(1) Adolescent growth and development with emphasis on the emotional, physical, and mental characteristics of adolescent age children, unless completed as part of the professional education core. See 282—subrule 14.19(3).

(2) Adolescent reading or secondary content area reading.

- (3) Secondary or adolescent reading diagnosis and remediation.
- (4) Methods and materials for teaching adolescents with mathematics difficulties or mathematics for the secondary level special education teacher.
- (5) Secondary methods unless completed as part of the professional education core. See 282—subrule 14.19(3).

**15.2(16) *Instructional strategist II: behavior disorders/learning disabilities.*** This endorsement authorizes instruction in programs serving students with behavior disorders and learning disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

The applicant must present evidence of having completed the following program requirements.

*a. Foundations of special education.* The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

*b. Characteristics of learners.* Preparation which includes various etiologies of behavior disorders and learning disabilities, an overview of current trends in educational programming for students with behavior disorders and learning disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Preparation in the social, emotional and behavioral characteristics of individuals with behavior disorders and learning disabilities including the impact of such characteristics on classroom learning as well as associated domains such as social functioning and at-risk behaviors which may lead to involvement with the juvenile justice or mental health system. Preparation in the psychological and social-emotional characteristics of individuals with behavior disorders and learning disabilities must include the major social characteristics of individuals with behavior disorders and the effects of dysfunctional behavior on learning, and the social and emotional aspects of individuals with learning disabilities including social imperceptiveness and juvenile delinquency.

Physical development, physical disability and health impairments as they relate to the development and behavior of students with behavior disorders and the medical factors influencing individuals with learning disabilities, including intelligence, perception, memory and language development.

*c. Assessment, diagnosis and evaluation.* Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

*d. Methods and strategies.* Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of behavior and learning disabled students, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at all levels from age 5 to age 21. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

*e. Managing student behavior and social interaction skills.* Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

*f. Communication and collaborative partnerships.* Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

*g. Transitional collaboration.* Sources of services, organizations, and networks for individuals with behavior and learning disabilities, including career, vocational and transitional support to post-school settings with maximum opportunities for decision making and full participation in the community.

*h. Student teaching.* Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-6 or 7-12), there must be planned activities which incorporate interactive experiences at the other age level.

**15.2(17) Instructional strategist II: mental disabilities.** This endorsement authorizes instruction in programs serving students with mental disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

The applicant must present evidence of having completed the following program requirements.

*a. Foundations of special education.* The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

*b. Characteristics of learners.* Preparation which includes various etiologies of mental disabilities, an overview of current trends in educational programming for students with mental disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Preparation must also provide for an overview of the general developmental, academic, social, career and functional characteristics of individuals with mental disabilities as the characteristics relate to levels of instructional support required. This preparation must include the causes and theories of intellectual disabilities and implications and preventions; the psychological characteristics of students with mental and developmental disabilities, including cognition, perception, memory, and language development; medical complications and implications for student support needs, including seizure management, tube feeding, catheterization and CPR; and the medical aspects of intellectual disabilities and their implications for learning. The social-emotional aspects of mental disabilities, including adaptive behavior, social competence, social isolation and learned helplessness.

*c. Assessment, diagnosis and evaluation.* Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

*d. Methods and strategies.* Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of mentally disabled students, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques. The focus of these experiences is for students at all levels from age 5 to age 21. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

Proficiency in adapting age-appropriate curriculum to facilitate instruction within the general education setting, to include partial participation of students in tasks, skills facilitation, collaboration, and support from peers with and without disabilities; the ability to select and use augmentative and alternative communications methods and systems. An understanding of the impact of speech-language development on behavior and social interactions.

Approaches to create positive learning environments for individuals with special needs and approaches to utilize assistive devices for individuals with special needs.

The design and implementation of age-appropriate instruction based on the adaptive skills of students with mental disabilities; integrate selected related services into the instructional day of students with mental disabilities. Knowledge of culturally responsive functional life skills relevant to independence in the community, personal living, and employment.

Use of appropriate physical management techniques including positioning, handling, lifting, relaxation, and range of motion and the use and maintenance of orthotic, prosthetic, and adaptive equipment effectively.

*e. Managing student behavior and social interaction skills.* Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with mental disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

*f. Communication and collaborative partnerships.* Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

*g. Transitional collaboration.* Sources of services, organizations, and networks for individuals with mental disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

*h. Student teaching.* Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-6 or 7-12), there must be planned activities which incorporate interactive experiences at the other age level.

**15.2(18) Instructional strategist II: physical disabilities.** This endorsement authorizes instruction in programs serving students with physical disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

The applicant must present evidence of having completed the following program requirements.

*a. Foundations of special education.* The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

*b. Characteristics of learners.* Preparation which includes various etiologies and characteristics of physical disabilities across the life span, secondary health care issues that accompany specific physical disabilities, an overview of current trends in educational programming for students with physical disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Preparation must also provide for an overview of the general developmental, academic, social, career and functional characteristics of individuals with physical disabilities as the characteristics relate to levels of instructional support required.



c. *Assessment, diagnosis and evaluation.* Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

d. *Methods and strategies.* Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of physically disabled students, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques. The focus of these experiences is for students at all levels from age 5 to age 21. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

Research-supported instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of students with physical disabilities, including appropriate assistive technology and alternative positioning to permit students with physical disabilities full participation and access to the general curriculum as well as social environments. Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical disabilities and instructional strategies for medical self-management procedures by students.

e. *Managing student behavior and social interaction skills.* Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with physical disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

f. *Communication and collaborative partnerships.* Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

g. *Transitional collaboration.* Sources of services, organizations, and networks for individuals with physical disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

h. *Student teaching.* Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-6 or 7-12), there must be planned activities which incorporate interactive experiences at the other age level.

**15.2(19) Early childhood—special education.** This endorsement authorizes instruction at the PK-K level only for instructional special education programs without regard to the instructional model.

The applicant must present evidence of having completed the following program requirements.

a. *Foundations of special education.* The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

*b. Characteristics of learners.* Preparation which includes an overview of current trends in educational programming and theories of child development, both typical and atypical; the identification of pre-, peri-, and postnatal development and factors that affect children's development and learning. Identification of specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children.

Application of the knowledge of cultural and linguistic diversity and the significant sociocultural context for the development of and learning in young children.

*c. Assessment, diagnosis and evaluation.* Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions. Assess children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development; and select, adapt, and administer assessment instruments and procedures for specific sensory and motor disabilities.

*d. Methods and strategies.* Methods and strategies which include numerous models to plan and implement appropriate curricular and instructional practices based on knowledge of individual children, the family, the community, and curricular goals and content. Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, communication, social-emotional and cognitive disabilities.

Implement developmentally and functionally appropriate individual and group activities using a variety of formats; develop and implement an integrated curriculum that focuses on special education children from birth to age six, and incorporate information and strategies from multiple disciplines in the design of intervention strategies.

Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

*e. Managing student behavior and social interaction skills.* Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

*f. Communication and collaborative partnerships.* Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

*g. Student teaching.* Student teaching in a PK-K special education program.

**282—15.3(272) Special education support personnel.**

1. Authorizations requiring a license.
  - a. Based on teaching endorsements.
    - (1) Consultant.
    - (2) Educational strategist.
    - (3) Itinerant hospital services or home services teacher.
    - (4) Special education media specialist.
    - (5) Supervisor of special education—instructional.
    - (6) Work experience coordinator.
  - b. Based on school-centered preparation but sequence of coursework does not permit service as a teacher.
    - (1) School audiologist.
    - (2) School psychologist.
    - (3) School social worker.
    - (4) Speech-language pathologist.
    - (5) Supervisor of special education—support.
  - c. Director of special education.
2. Authorizations requiring statements of professional recognition and licenses obtained from the division of licensure, state department of health or the board of nursing.
  - (1) School audiologist.
  - (2) School occupational therapist.
  - (3) School physical therapist.
  - (4) School social worker.
  - (5) Special education nurse.
  - (6) Speech-language pathologist.

There are two avenues available for the authorization. Only one is required.

**15.3(1) Special education consultant.**

a. *Authorization.* The holder of this endorsement is authorized to serve as a special education consultant. This support personnel provides ongoing assistance to instructional programs for pupils requiring special education.

Consultant endorsements are available in mental disabilities, behavioral disorders, learning disabilities, physical disabilities, hearing impaired, visually impaired, early childhood—special education, multicategorical resource room—mildly handicapped. The early childhood—special education consultant endorsement allows the individual to provide services to programs with pupils below the age of 7. All other consultants can serve programs with pupils from age 5 to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

**b. Program requirements.**

- (1) Degree—master's.
  1. Option 1: Master's in special education in an endorsement area listed under rule 15.2(272).
  2. Option 2: Master's in another area of education plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.
- (2) Content: This sequence is to be at least eight graduate semester hours to include the following:
  1. Curriculum development design.
  2. Consultation process in special or regular education:
    - (a) Examination, analysis, and application of a methodological model for consulting with teachers and other adults involved in the educational program.
    - (b) Interpersonal relations, interaction patterns, interpersonal influence, communication skills.
  3. Skills required for conducting a needs assessment, delivering staff in-service needs, and evaluating in-service sessions.

c. *Other.*

(1) Meet the requirements for the special education teaching endorsement congruent with the consultant authorization desired.

(2) Four years of successful teaching experience, two of which must be congruent with the consultant authorization desired.

**15.3(2) Educational strategist.**

a. *Authorization.* The holder of this endorsement is authorized to serve as an educational strategist. This special education support personnel provides assistance to regular classroom teachers in developing intervention strategies for pupils who are mildly handicapped in obtaining an education but can be accommodated in the regular classroom environment.

b. *Program requirements.*

(1) Degree—master's.

1. Option 1: Master's in special education in an endorsement area listed under rule 15.2(272).  
2. Option 2: Master's in another area plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.

(2) Content: Completion of the strategist training program to include the following components to total a minimum of eight graduate semester hours:

1. Interpersonal interaction patterns.
2. Communication skills.
3. Response effectiveness.
4. Educational diagnosis and remediation.
5. Instructional analysis (task, abilities and related processes).
6. Behavior management—motivational factors.
7. Formulation of treatment strategies—concept teaching, teaching strategy format.
8. Practicum in consultative, diagnostic, and treatment design experiences.

c. *Other.*

(1) Hold one of the special education teaching endorsements. This authorization is restricted to the instructional grade level held:

1. Prekindergarten-kindergarten.
2. K-6.
3. 7-12.

(2) Four years of successful teaching experience, two of which must be completed in regular education.

**15.3(3) Itinerant hospital services or home services teacher.**

a. *Authorization.* The holder of this endorsement is authorized to provide instructional services to those special education pupils hospitalized or homebound and unable to attend class.

b. *Program requirements.* Degree—baccalaureate.

c. *Other.*

(1) Hold a teaching license. This authorization is restricted to the instructional grade level held:

1. Prekindergarten-kindergarten.
2. K-6.
3. 7-12.

(2) Personnel assigned to provide instructional services in psychiatric wards must have the endorsement to serve behavioral disordered students at the proper instructional grade level.

**15.3(4) Special education media specialist.**

a. *Authorization.* The holder of this endorsement is authorized to serve as a special education media specialist. This support personnel provides correlation of media services only for pupils requiring special education.

b. *Program requirements.* Degree—master's with emphasis in the specialized area of educational media.

c. *Other.* Hold one of the teaching endorsements for special education or one of the teaching endorsements outlined under rule 282—14.18(272).

**15.3(5) Supervisor of special education—instructional.**

a. *Authorization.* The holder of this endorsement is authorized to serve as a supervisor of special education instructional programs. There are two endorsements available within this category:

(1) The early childhood—special education supervisor endorsement allows the individual to provide services to programs with pupils below the age of seven.

(2) The supervisor of special education—instruction endorsement (K-12) allows the individual to provide services to programs with pupils from 5 to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

b. *Program requirements.*

(1) Degree—master's.

1. Option 1: Master's in special education in an endorsement area listed under rule 15.2(272).

2. Option 2: Master's in another area of education plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.

(2) Hold or meet the requirements for the consultant endorsement.

(3) Content. The program shall include a minimum of 16 graduate semester hours to specifically include the following:

1. Coursework requirements specified for special education consultant. Refer to subrule 15.3(1).

2. Current issues in special education administration.

3. School personnel administration.

4. Program evaluation.

5. Educational leadership.

6. Administration and supervision of special education.

7. Practicum: Special education administration. NOTE: This requirement can be waived based on two years of experience as a special education administrator.

8. Evaluator approval component.

c. *Other.*

(1) Two years of consultant/supervisor/coordinator/head teacher or equivalent experience in special education.

(2) The supervisor for early childhood—special education would need to meet the requirements for that endorsement. The K-12 supervisor would need to meet the requirements for one special education teaching endorsement to include instructional grade levels K-6 and 7-12.

**15.3(6) Work experience coordinator.**

a. *Authorization.* The holder of this endorsement is authorized to provide support service as a work experience coordinator to secondary school programs, grades 7-12 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

b. *Program requirements.*

(1) Degree—baccalaureate.

(2) Content:

1. A course in career-vocational programming for special education students (if not included in program for 7-12 endorsement).

2. A course in coordination of cooperative occupational education programs.

3. A course in career-vocational assessment and guidance of the handicapped.

c. *Other.* Hold a special education endorsement—grades 7-12.

**15.3(7) School audiologist.**

a. *Authorization.* The holder of this endorsement (or statement of professional recognition) is authorized to serve as a school audiologist to pupils with hearing impairments from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

Option 1:

*b. Program requirements.*

(1) Degree—a master's degree in audiology.

(2) Content. Completed the requirements in audiology and has also completed the professional education sequence, i.e., 20 semester hours including student teaching/internship as a school audiologist. Courses in the following areas may be recognized for meeting the 20 hours sequence:

1. Curriculum courses (e.g., reading, methods, curriculum development, etc.).
2. Foundations (e.g., philosophy of education, foundations of education, etc.).
3. Educational measurements (e.g., school finance, tests and measurements, measures and evaluation of instruction, etc.).
4. Educational psychology (e.g., educational psychology, educational psychology measures, principles of behavior modification, etc.).
5. Courses in special education (e.g., introduction to special education, learning disabilities, etc.).
6. Child development courses (e.g., human growth and development, principles and theories of child development, history of early childhood education, etc.).

General education courses (e.g., introduction to psychology, sociology, history, literature, humanities, etc.) will not be credited as meeting the 20 hours.

(3) Completion of an approved human relations component.

(4) The program must include preparation that contributes to the education of the handicapped and the gifted and talented.

**Option 2:**

Statement of professional recognition (SPR).

If a person has completed a master's in audiology but has not completed the education sequence or chooses not to be certified, a license must be obtained from the Iowa state board of speech pathology and audiology examiners, Iowa department of public health. Additionally, the person is required to obtain a statement of professional recognition (SPR) from the board of educational examiners.

Procedure for acquiring the statement of professional recognition: The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

1. A copy of a temporary or regular license issued from the division of licensure, Iowa department of public health.
2. An official transcript reflecting the master's degree in audiology.

A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that:

- (1) The human relations component has been fulfilled within the required time frame, and
- (2) The class of license from the division of licensure is regular in the event a temporary license was issued initially.

**15.3(8) School psychologist.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a school psychologist with pupils from birth to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

*b. Program requirements.*

(1) An applicant shall have completed an approved program of graduate study in preparation for service as a school psychologist through one of the following options:

1. Completion of a master's degree with sufficient graduate semester hours beyond a baccalaureate degree to total 60; or
2. Completion of a specialist's degree of at least 60 graduate semester hours with or without completion of a terminal master's degree program; or
3. Completion of a 60-semester-hour master's degree program; or

4. Completion of a graduate school psychology program that is currently approved (or was approved at the time of graduation) by the National Association of School Psychologists or the American Psychological Association; or

5. Certification as a Nationally Certified School Psychologist by the National Association of School Psychologists.

The program must include a practicum in a school setting designed to give the school psychologist an opportunity to develop an understanding of the role of psychology in the classroom through participation in classroom procedures in a supportive role.

(2) The program shall include an approved human relations component.

(3) The program must include preparation that contributes to the education of students with disabilities and students who are gifted and talented.

c. *School psychologist one-year conditional license.*

(1) Requirements for a one-year conditional license. A nonrenewable conditional license valid for one year may be issued to an individual who must complete an internship or thesis as an aspect of an approved program in preparation for the school psychologist endorsement. The one-year conditional license may be issued under the following limited conditions:

1. Verification from the institution that the internship or thesis is a requirement for successful completion of the program.

2. Verification that the employment situation will be satisfactory for the internship experience.

3. Verification from the institution of the length of the approved and planned internship or the anticipated completion date of the thesis.

4. Verification of the evaluation processes for successful completion of the internship or thesis.

5. Verification that the internship or thesis is the only requirement remaining for successful completion of the approved program.

(2) Written documentation of the above requirements must be provided by the official at the institution where the individual is completing the approved school psychologist program and forwarded to the Iowa board of educational examiners with the application form for licensure.

**15.3(9) *Speech-language pathologist.***

a. *Authorization.* The holder of this endorsement (or statement of professional recognition) is authorized to serve as a speech-language pathologist to pupils from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

Option 1:

b. *Program requirements.*

(1) Degree—master's in speech pathology.

(2) Content. Completion of the requirements in speech pathology and the professional education sequence, i.e., 20 semester hours including student teaching/internship as a school speech-language pathologist. Courses in the following areas may be recognized for meeting the 20 hours sequence:

1. Curriculum courses (e.g., reading, methods, curriculum development, etc.).

2. Foundations (e.g., philosophy of education, foundations of education, etc.).

3. Educational measurements (e.g., school finance, tests and measurements, measures and evaluation of instruction, etc.).

4. Educational psychology (e.g., educational psychology, educational psychology measures, principles of behavior modification, etc.).

5. Courses in special education (e.g., introduction to special education, learning disabilities, etc.).

6. Child development courses (e.g., human growth and development, principles and theories of child development, history and theories of early childhood education, etc.).

General education courses (e.g., introduction to psychology, sociology, history, literature, humanities, etc.) will not be credited as meeting the 20 hours.

(3) Completion of an approved human relations component.

(4) The program must include preparation that contributes to the education of the handicapped and the gifted and talented.

Option 2: Statement of professional recognition (SPR).

If a person has completed a master's in speech pathology but has not completed the education sequence or chooses not to be certified, a license must be obtained from the Iowa state board of speech pathology and audiology examiners, Iowa department of public health. Additionally, the person is required to obtain a statement of professional recognition (SPR) from the board of educational examiners.

Procedure for acquiring the statement of professional recognition. The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

1. A copy of a temporary or regular license issued from the division of licensure, Iowa department of public health.

2. An official transcript reflecting the master's degree in speech pathology.

A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that:

- (1) The human relations component has been fulfilled within the required time frame, and

- (2) The class of license from the division of licensure is regular in the event a temporary license was issued initially.

**15.3(10) Supervisor of special education—support.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a supervisor of special education support programs. (This includes the hearing conservation/educational services which encompass the hearing-impaired instructional programs.)

The supervisor authorization is discipline specific.

*b. Program requirements.*

- (1) Degree—master's in preparation for school psychology, speech/language pathology, audiology (or education of the hearing impaired), or social work.

- (2) Content. The program shall include a minimum of 16 graduate semester hours to specifically include the following:

1. Consultation process in special or regular education.

2. Current issues in special education administration.

3. Program evaluation.

4. Educational leadership.

5. Administration and supervision of special education.

6. Practicum: Special education administration. NOTE: This requirement can be waived based on two years of experience as a special education administrator.

7. School personnel administration.

8. Evaluator approval component.

*c. Other.*

- (1) Four years of support service in a school setting with special education students in the specific discipline area desired.

- (2) Meet the practitioner licensure requirements of one of the following endorsements:

1. School audiologist (or hearing impaired at K-6 and 7-12).

2. School psychologist.

3. School social worker.

4. Speech-language pathologist.

An individual holding a statement of professional recognition is not eligible for the supervisor endorsement.



**15.3(11) Director of special education.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a director of special education. Assistant directors, special education coordinators and other equivalent types of positions are required to hold this endorsement.

*b. Program requirements.* Degree—specialist or its equivalent: A master's degree plus at least 32 semester hours of planned graduate study in administration or special education beyond the master's degree.

(1) Hold or meet the requirements for supervisor of special education—instructional endorsement (refer to subrule 15.3(5)) or support (refer to subrule 15.3(10)).

(2) Content. The program shall include a minimum of 32 graduate semester hours, 16 semester hours of which are outlined under supervisor of special education—instructional or support.

1. Foundations of school administration.

2. School finance.

3. School law.

4. School-community relations.

5. Electives in educational administration, special education, school psychology, speech/language pathology, audiology, and school social work so that the program totals 32 graduate semester hours.

6. Evaluator approval component.

*c. Other.*

Option 1:

Instructional. Meet the requirements for one special education teaching endorsement to include at least two of the following levels:

1. Early childhood—special education.

2. K-6.

3. 7-12.

Option 2:

Support. Meet the practitioner licensure requirements for one of the following endorsements:

1. School audiologist.

2. School psychologist.

3. School social worker.

4. Speech-language pathologist.

An individual holding a statement of professional recognition is not eligible for the director endorsement.

**15.3(12) School occupational therapist.**

*a. Authorization.* The holder of this authorization can serve as a school occupational therapist to pupils with physical impairments from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

The legalization for this support personnel is through a statement of professional recognition (SPR) and not through teacher licensure.

*b. Program requirements.*

(1) Degree or equivalent baccalaureate in occupational therapy.

(2) Hold a valid license to practice occupational therapy in Iowa as granted by the division of licensure, state department of health.

Procedure for acquiring a statement of professional recognition (SPR):

The special education director (or designee) of the area education agency must submit a letter to the board of educational examiners, licensure bureau, requesting that the authorization be issued. Additionally, these documents must be submitted:

1. A copy of a temporary or regular license from the division of licensure, Iowa department of public health.

2. An official transcript.

A temporary SPR will then be issued for one school year if the class of license from the department of public health is temporary.

3. A regular SPR will be issued with verification of a regular license and at least a bachelor's degree in occupational therapy.

**15.3(13) School physical therapist.**

*a. Authorization.* The holder of this authorization can serve as a school physical therapist to pupils with physical impairments from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

The legalization for this support service personnel is through a statement of professional recognition (SPR) and not through teacher licensure.

*b. Program requirements.*

- (1) Degree or equivalent baccalaureate in physical therapy.
- (2) Holds a valid license to practice physical therapy in Iowa as granted by the division of licensure, Iowa public health department.

Procedure for acquiring a statement of professional recognition (SPR):

The special education director (or designee) of the area education agency must submit a letter to the board of educational examiners, licensure bureau, requesting that the authorization be issued. Additionally, these documents must be submitted:

1. A copy of a temporary or regular license from the division of licensure.
2. An official transcript.

A temporary SPR will then be issued for one school year if the class of license from the department of public health is temporary.

3. A regular SPR will be issued with verification of a regular license and at least a bachelor's degree in physical therapy.

**15.3(14) Special education nurse.**

*a. Authorization.* The holder of this authorization is authorized to serve as a special education nurse to pupils requiring special education from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

The legalization for this support service personnel is through a statement of professional recognition (SPR) and not through teacher licensure.

*b. Program requirements.* Degree—baccalaureate in nursing or master's in nursing.

*c. Other.*

- (1) Current licensure in the state of Iowa by the board of nursing.
- (2) Two years' experience in public health nursing including service to schools or as a school nurse.

**Temporaries.** A professional registered nurse who does not meet the criteria of 15.3(4)“c.” The applicant must complete six semester credits of graduate or undergraduate coursework in special education within one school year after receiving temporary authorization.

Procedure for acquiring a statement of professional recognition:

The special education director (or designee) of the area education agency must submit a letter to the board of educational examiners requesting that the statement of professional recognition be issued. Additionally, these documents must be submitted:

1. A copy of the license issued from the Iowa board of nursing.
2. An official transcript.
3. Verification of 15.3(4)“c”(2).

A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year.

**15.3(15) School social worker.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a school social worker to pupils from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

*Option 1:*

*b. Program requirements.* Master's degree in social work from an accredited school of social work to include a minimum of 20 semester hours coursework (including practicum experience) which demonstrates skills, knowledge, and competencies in the following areas:

- (1) Social work: Study and knowledge in the following three areas:
  1. Assessment (e.g., social, emotional, behavioral, and familial, etc.).
  2. Intervention (e.g., individual, group, family counseling, etc.).
  3. Related studies (e.g., community resource coordination, multidiscipline teaming, organizational behavior, research, etc.).
- (2) Education: Study and knowledge in the following areas:
  1. General education (e.g., school law, foundations of education, methods, psychoeducational measurement, behavior management, child development, etc.).
  2. Special education (e.g., exceptional children, psychoeducational measurement, behavior management, special educational regulations, counseling school age children, etc.).
  3. Practicum experience: The program shall include an experience in a school setting under the supervision of an experienced school social work practitioner. The practicum shall include experiences in assessment; direct services to children and families; consultation; staffing, community liaison and documentation; which leads to the development of professional identity and the disciplined use of self. If a person has served two years as a school social worker the practicum experience can be waived.
  4. Completion of an approved human relations component.
  5. The program must include preparation that contributes to the education of the handicapped and the gifted and talented.

*Option 2:*

Statement of professional recognition (SPR).

The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. Additionally, an official transcript reflecting the master's in social work must be included. If a person qualifies for a regular license, that must also be submitted. A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that the human relations component has been fulfilled within the required time frame.

A temporary SPR will be granted for two additional school years to allow the person time to complete the two years' supervised practice experience that are required before taking the social work license examination and to allow sufficient time to complete successfully the examination and be issued the license. At the end of the third school year, the applicant must submit a copy of a social work license issued by the Iowa department of public health.

**282—15.4(272) Conditional special education license.** A conditional special education license may be issued to an individual under the following conditions:

1. Holds a valid license.
2. Has completed at least one-half of the credits necessary for a special education endorsement.
3. Files a written request from the employing school official. This written request must indicate approval by the respective area education agency special education official.
4. Statement from a college/university outlining the coursework to be completed for the endorsement.

This conditional license may be issued for a term of up to three years based on the amount of preparation needed to complete the requirements for the endorsement.

These rules are intended to implement Iowa Code chapter 272.

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